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February 1, 1932

JOURNAL OF EDUCATION

The National School Weekly

BOSTON 10¢ A COPY

VOL. CXV, NO. 5 BY THE YEAR, $3.00

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News of Education

Plane Geometry

Elizabeth B. Cowley, Ph.D., Teacher of Mathematics, Allegheny Senior High School, Pittsburgh. Formerly Professor of Mathematics, Vassar College.

THERE is a story behind this book. Twenty years spent as a teacher of mathematics in college gave to Dr. Cowley the incentive and the opportunity to study the results attained in mathematics in many types of secondary schools. This study led her to resign her college position and to engage in teaching in a public high school in a large city. Her experience in college and in high school convinced Dr. Cowley that there is need for a textbook in plane geometry which students in secondary school can really comprehend and which will furnish increased opportunity for the mastery of the concepts and ideas of plane geometry.

The results of the author's experience and study are embodied in this book. Its materials and its methods have been subject to continuous trial in the classroom over a period of years. The results, judged by scores made in geometry tests and by the ability of her students to maintain themselves in mathematics in leading colleges, mark PLANE GEOMETRY as a long-lived text.

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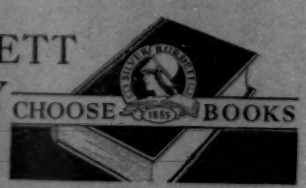

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Organization Activities

THE distinguishing feature of education from Los Angeles to Atlantic City is the dominance of organization influence.

The National Education Association and its State Associations, the Office of Education and its White House Conferences are harmoniously organized to meet all emergencies in the present crisis.

There is no professional spellbinder who is as attractive or as valuable to any program as the official representatives of national organizations, who can be had without appreciable expense.

There are occasional fault-finders who consider themselves popular, but no one is significant because of his spectacular criticisms.

Mongrel domestic animals far outnumber pedigreed stock, but no domestic animal has market value unless it has organization herd-book recognition.

The present crisis is establishing organization creations of unprecedented importance.

Scientific Revelations

THERE have been more scientific revelations of high importance in the last five years than at any other time. This is especially true regarding the discoveries regarding universes, atoms, and electrons. There can never be any question about such scientific revelations.

There are other revelations regarding which only technically scientific men think intelligently.

When a scientist satisfies other scientists that he has discovered the "missing link" in a skeleton that is more than half a billion years old, the ordinary man must have a lot of faith in the mathematics of the scientist.

Arizona's Activity

UNDER the inspiring leadership of its executive secretary, N. D. Pullian, the Arizona State Association proposes to make new and important state studies.

One study will seek to create legislative pension provision for teachers.

Another study will seek to have a reduction in school taxes without wronging the children in protecting teachers.

Arizona has the advantage, and the disadvantage, of being sufficiently concentrated to have all conditions known to every one. The state has done several things in education that are highly creditable, and these studies should be of national importance.

The present pension is $600, wholly paid by the state. It had been announced in advance of the action of the State Association that the legislative leaders proposed to modify the pension provisions.

Local meetings by local school people to interest the neighborhood in American education are a great opportunity and a vital responsibility.

N. E. A. Broadcasting

EACH Sunday President Florence M. Hale, of the National Education Association, addresses millions of persons on a nation-wide radio system. The first program was broadcast December 6. The second demonstration was on January 17. It was the most impressive broadcast in the history of the National Education Association.

These programs are being sent over a network which includes eighty-seven stations. This is the largest number of stations taking any single program on this network.

It was the first time that a president of the Association was ever heard from coast to coast, from the Arctic Circle to the Antarctic, as clearly as though the listeners were within a few feet of the speaker.

Miss Hale's program on January 17 was "From Maine to California," and included a representative of both of these states. Mrs. Hugh Bradford, president of the National Congress of Parents and Teachers, whose home is in Sacramento, spoke for California. Congressman Carroll L. Beedy of Maine spoke for the Pine Tree state. The theme was "The School and the American Home." The National Broadcasting Company presented their best musical talent in the singing of the State of Maine song and the State of California song before each speaker was presented.

As we listened in in our home in Massachusetts it seemed incredible that there were literally millions of interested persons hearing that same wonderful program.

This adds another famous achievement to the National Education Association and its president in 1932.

These programs are to be continued each Sunday night through February 21 at 6.30 p.m. Eastern Standard time. Don't fail to listen in next Sunday and every Sunday through February 21.

Local communities were never so hungry for local social contact.

Leadership in the South

THERE is more progress in education in the United States in these years of the world crisis than ever before. This is especially true in the South.

There are heart-rending tragedies in the South as there are everywhere. If one wants harrowing circumstances he can find them in any city in the country. Boston and New England have a multitude of desperate cases, but there is an organized effort to magnify every hopeful symptom, suppressing as far as possible every phase of disaster.

On the other hand, it seems to be fashionable to broadcast disaster in the South and ignore famous achievements there.

The achievements in education in the South since 1925 rival the attainments in science.

We could write a book about the evolution of education in the South since 1920 that would be a wonderful revelation.

The Power of Circumstances

WE ARE so in the habit of magnifying good seed, good soil, good cultivation, that we criminally neglect to impress upon children and youth their glorious opportunities to use bad days, weak spots and world crises.

All that William T. Harris did for the United States as Commissioner of Education was due to the fact that the stupidity of a brilliant Boston politician gave him the opportunity to become United States Commissioner of Education.

It was through no wit or wisdom of mine that I was responsible for one of the greatest achievements of my life. It was my knowledge of the stupidity of that brilliant politician that carried me along on the current of circumstances for a few weeks and eventuated in giving to the United States William T. Harris, who rendered the noblest service in education of any man for a quarter of a century.

The school neighborhood, large or small, can direct attention attractively and advantageously without expense.

Belding's Page

Education's Challenge

EDUCATION today faces a bigger task than that of pounding booklore into young heads; a bigger task, even, than developing brain power, concentration, initiative and the other abstract qualities which are so desirable.

Education must help remake a world that is sadly out of kilter.

Mankind is still reeling with the debauch of the great war. The economic and social fabrics are undergoing severe tests, and displaying weaknesses never before so evident.

Men are organized and equipped to produce an abundance of good for everybody. People are starving—or receiving humiliating handouts—while storehouses burst with food.

It is all silly nonsense. The roots of the evil must be sought and found.

Leadership is the need of the age. It will be the need of ages yet to come. Education exists to hasten the improvement of the state, the nation, and all society. Education must produce an informed and inspired leadership. Education must produce that stability of character upon which any successful order of society will have to be founded.

Those whose self-chosen business it is to educate, have undertaken a tremendous responsibility. They need penetrating vision to pierce the thick fog which now cloaks everything.

In some way or other, mankind has got to put its house in order. It has got to solve the problems of distribution as it has solved those of production. It has got to rid itself of the fear complex inherited from jungle times, when only the fittest could survive, and that by ceaseless struggles of tooth and claw. Today the danger of extermination lurks only in the hearts of men, the faults of organization, and the fears and jealousies which make men a prey to wars.

Can education substitute intelligence for passion; impulses of trust and understanding for those of distrust and prejudice?

That is the challenge which rings in the ears and thoughts of all true educators at this hour.

Reward and Retribution

MAGAZINES catering to the masses of Americans make a practice of printing stories of the happy ending type.

The editors will tell you that they know perfectly well that life does not habitually reward the good with material blessings or punish the evil with misfortune and disaster. The idea is that the majority of people, when they read stories, wish to be entertained. They do not want reality, but unreality. They like to enter an idealized world in which everything works out beautifully for the hero.

Unfortunately for the children of America, a good many persons engaged in the teaching of character still imagine that children should be "shown" how inevitably evil leads to bad ends and good to happy ends. It would be a charming world, no doubt, if this were so. But every child of normal intelligence and experience, not to say observation, knows it simply isn't true.

Joseph Egan's philosophy of character training, as unfolded in the pages of this journal from week to week, is to be commended for not having made this basic mistake. Rewards, in Mr. Egan's view, are inward and spiritual matters, not outward and material. Punishments, likewise, are believed by him to be ugly mars upon the soul. Reward and retribution, thus regarded, are altogether just and poignant. To keep the soul alive and sensitive is probably the key to character formation.

Faculties Take up Technique

AN ENCOURAGING sign of the times is the increasing number of courses offered in American universities to persons interested in the problems of college administration and teaching. Ten years ago the man or woman preparing to teach in college or to occupy an administrative position in such an institution, would have searched a long time before finding any place where these vocations could be studied except in the actual doing of them. Today there are two-score or more universities where courses are given in the technique and the theory of college management and instruction. As many of the students in these courses are themselves already connected with college faculties, the summer is their most convenient time for study, and we note that twenty-seven of the nation's summer schools presented such courses in 1931.

Considering the scorn with which college faculties have traditionally viewed the suggestions that their technique was subject to improvement—the persistence of the old idea that sound scholarship was the principal ingredient of the art of college teaching and indeed of all teaching—the trend here noted is both significant and gratifying.

Anson W. Belding

Associate Editor.

Educational Crutches That Cripple

By JAMES R. PATRICK

Department of Psychology, Ohio University

"Too often those of us who attempt to instruct are blinded by the idea of helping the student in his getting; we lose sight of the process or method of his getting."

IT IS OFTEN one of the ironies of life to see a person or thing render a genuine service or aid in one respect while at the same time that person or thing leaves its stamp of disablement in another. It is common knowledge to all who have observed the behavior of a cripple, who by chance has come upon a "game" leg, to see him learn to depend too much upon his crutches. Then, when the "game" leg is well, he continues to use them for support after they are really no longer needed. Even when forced, by fear of ridicule or of self-respect, to cast aside the crutches, the person may continue to hop slightly and "to spare" his leg for a needless period of time. This is a good example of the way habit may work. Now it is not with organic infirmities that this little discussion deals, but personality crippling. These few remarks are not addressed to manufacturers or sellers of invalid supports, but to education folk, to whom students go, or are sent, only too often to receive crutches instead of the nourishment for stalwart growth needed in building strong personalities. Of course, no one would accuse a professor of consciously offering his students crutches, but often that is just what he does unwittingly. Neither are "coddling" parents or teachers fully aware of what they are doing to their children or pupils while "spoiling" them, yet the fact remains that they do spoil and cripple their children's personalities. How do we know that there are cripples in educational circles? We have only to look about us and inquire into their abilities and to observe the habits of many people to know that educational crutches are offered too frequently when it would be just as easy to offer the student an incentive to stand flat-footed and to equip himself with adequate information and habits of work in order that he may face the issues of life as they come. Some of the kinds of "crutches" offered, judging from the end results, as the writer has observed, are touched upon in the subsequent paragraphs.

ONE of the chief sources of educational "crutches" is the "guide," "pony," or "jack" found by students in libraries, fraternity houses, dormitories, etc. Here one finds books and notebooks that have been marked by one generation of students and passed on to the next. Chief of sinners in participating in this "crutch" business, however, is the professor who writes a book and then, motivated by further pecuniary ambitions, he writes an outline of this book in order to sell it; or there is another class, who perhaps not being able to attack fundamentals of a subject first-hand, both experimental and theoretical, waits until some scholar works out these fundamentals in a book on a university level, then the second-rater attempts to re-hash the work, popularizing it, thereby outselling the source book, and at the same time reducing standards of scholarship. Many teachers welcome re-hashed and popularized stuff as well as their pupils. Now if good judgment is exercised in writing the book it will be written on the level of students for whom it is meant and they will need no guide other than the instructor. The writer has no fault to find with the suggestive thought-provoking questions at the end of chapters, neither with manuals which require the student to abstract and relate points to life situations when found in reading materials, but what is crippling to the student is to have a guide which enables him to run down the manual with his left hand and spot point or question No. 17 on page 29 of the textbook with the other hand while study is in progress. If the student is to learn to read intelligently on a higher level he must learn to squeeze out the crux of the matter as he goes along and is promoted year by year in his studies.

Then there is the professor who, by his attitude, encourages his students to depend too much upon him in the course of instruction. While this may gratify the teacher's ego by making him feel that he is all important to the student, at the same time he must not neglect the important question, "Upon whom will these students lean when they leave the university?" A more intelligent helpful attitude, it seems, would be to treat students in a fair, sympathetic, courteous, and dignified way, yet at the same time motivate them to solve problems for themselves. Teach them to accept the daily challenges of the prob-

lems to be solved and that help should be asked only when they have exhausted their own means of solving the problems growing out of the course. There would be less "coddling," and instead of cripples being turned out of universities, groups of men and women clear-eyed and confident, ready to tread firmly in their respective paths when they leave college, would be the result. True enough, no one teacher can support this attitude alone in any institution; it must be a co-operative affair.

ANOTHER source of issuing crutches is the kind advisor who stands *in loco parentis* to students who come under his care. Motivated by the best of ideals yet unconsciously carrying his earlier likes and dislikes for certain subjects that he took as an under graduate he steers students along the same path that he trod. Forgetting the fact that he perhaps liked that subject because of the personality and philosophy of the instructor rather than for any intrinsic value of the subject itself, it is difficult for him to realize that the times have changed and will continue to change, and in the light of this fact to view the student's needs as impassionately as possible and to direct his attention along lines that will enable him to meet life with the proper equipment—thereby uncrippled.

ATHLETICS and extra-curricular activities, while they may have excellent disciplinary and socializing values may "pad" the path of the student while in college and let him pass through other things (such as mastery of subject matter and getting the necessary techniques and tools of civilization) which are perhaps more essential. In this way extra activities may serve as "crutches" that cripple. These activities should not be neglected, neither should they become passports to other main objectives in college, namely, to get equipped all around for solving life's problems. Just because a student is significant on the campus is no reason why he should be held less responsible for as high type of performances in the classroom and laboratory as it is reasonably possible for him to give. In fact, it is only fair to him to help maintain the highest possible performance. Other crutches often tolerated by educational people are as follows: "That student is the son of that wealthy alumnus in town X," or "His father is Trustee 'so-and-so.'" Family names and traditions, also, are often handicaps as well as "boons." They make paths too easy. Strong personalities are built up during the process of continuously overcoming obstacles. Men who have experienced overcoming obstacles have learned to take hurdles; necessity has practiced them in hurdle-taking. A little bit stiffer fibre in personality make-up would be acceptable now, it seems, in this day of irresponsibility and flitting. A decent attitude toward work might go a long way in stabilizing present-day society. With schools said to be the best in the history of our country, surely the home is not responsible for all the shiftlessness and lack of determined stickability often encountered all the way from the lowest to the highest strata of society.

In order to be discriminating and discerning along any line one has to practice discrimination and discernment in that line. Tea tasters and art collectors become connoisseurs only by "tasting" and "collecting" choice things in their respective lines. If one is to learn to pick out points from conversation, lectures, printed literature, one must practice getting the pertinent points as he listens or reads.

Picture the young lawyer who has learned to lean upon "jacked" books or the professor's discussion and has not learned to "abstract" the things for himself as he reads, trying to pick out and assimilate a new code; or again the young physician who has got by without learning to study and to think as he attacks a new medical thesis or scholarly book—further, the academician who hopped through or hashed through his period of training, can he ever teach students to think the finer points without having been there himself? Can these persons read intelligently if they have not learned to read on higher and higher levels as they passed from class to class when in school? No, they are crippled and sooner or later they have to start all over and learn to think and to do their jobs intelligently, else success never comes.

The point is then to teach students to accept their responsibilities; not to depend too much upon aids of one kind and another. Teach them to read intelligently and to think through problems that arise, and while doing so to keep a well-balanced emotional attitude toward life and things in general; then there should be less misery, less unhappiness, and, above all, students should become effective capable personalities. It is not the student's fault always that so many college people are turned out with inadequate training. Too often those of us who attempt to instruct are blinded by the idea of helping the student in his "getting"; we lose sight of the "process" or "method" of his getting. After all probably the most permanent thing that he carries away (or fails to carry away) is a good set of habits of being able to work intelligently coupled with a fair orientation toward some of the phenomena of life. He will probably not remember many of his verbs learned, but he will or will not have formed a good set of habits of mastering tasks while he was learning his verbs. Certainly those people to whom the care of instruction has been given will not participate in offering crutches. Yet too often, unconsciously, that is just what is being done—the products turned out from our schools as they leave their crutches behind, often "hop."

Problems *of* Personality

By GARRY CLEVELAND MYERS

Western Reserve University, Cleveland

Classroom Fears

IN AN EARLIER article the practice and effect of classroom ridicule were considered. And now a few more words on these matters.

Before the Academy of Science which met in Columbus, April, 1918, Mrs. Dorothea Doane Keplinger, a teacher, read a paper on "Classroom Fears." It was the report of a careful study in which she had interviewed 100 seventh and eighth grade pupils, fifty boys and fifty girls. Ninety-six of these one hundred students said they were always bothered when other children laughed at their mistakes. Some of their remarks follow:—

"I feel ashamed" (22 answering); "I don't feel very well" (8); "I feel embarrassed" (8); "I get nervous" (7); "I feel like not reciting any more" (7); "I feel bad" (5); "I get red in the face" (5); "I feel funny" (4). From one to three said: "I feel that I will make a mistake," "I blush," "I feel like crying," "I feel it is all wrong," "I feel I ought to correct it," "I get frightened," "I get angry," "I get excited," "I feel as if I don't know anything," "I feel as though I were a dunce," "I feel awkward," "I have to stop," "I feel as though I am below the last one in my studies," "I feel sorry," "I feel that it is injustice to the speaker," "I feel foolish," "It mixes me up," "I blame myself for getting up."

Eighty-five students said they were annoyed when hands were raised while they were attempting to recite. Seventy-six reported specific memories of ridicule in home and school.

Nevertheless, children need to learn to be laughed at, a statement which I have discussed elsewhere ("Developing Personality in the Child at School," Greenberg, publishers, N. Y., pp. 116-118) as follows:—

"But," some one says, "if you are going to shield the child's feelings always in the home and in the school he will be a kind of hot-house product readily wilting in the rays and rigors of real life. The average employer is not always kind-hearted and considerate of the feelings of his employees. The fellow-workers of the market, shop, and factory soon spot the over-sensitive comrade who becomes the butt of ridicule by them. Anyway, those who wear their feelings on their sleeve are not attractive personalities with many friends and admirers, nor do they become the lovely persons of the world."

"Very true. We certainly do not want children to grow up with over-tender feelings. We want them to be able to laugh off a joke played on them, and not to take themselves too seriously. To this end we shall do our utmost to cultivate their social interest from early childhood. Children who freely play and fight and quarrel and settle their own controversies and get into the rough-and-tumble of the neighborhood and school playground acquire the kind of training necessary to harden them and to inure them to the usual jibes and ridicules of later life. Those who engage in athletics, who play on school teams and enter heartily into a number of the extra-curricular activities learn to give and take, learn not to have their feelings easily hurt. Leave it to the natural group of children at play in the home or in the back lot or on the school grounds to perpetrate all sorts of jokes on one another and to teach one another not to be easily injured physically, mentally or emotionally.

"But when a parent laughs at a child or causes other children to make fun of him; when a teacher leads off in ridicule in the classroom, then there is the suggestion to the child and the student that he is placed on an unfair footing. It is a kind of official humiliation and debasement with no opportunities for him to retaliate. He feels himself the under dog. Through the prestige of the older and more powerful person he may accept the magnitude of the inferiority which is constantly suggested to him. No; ridicule and sarcasm by parents and by teachers do not cultivate more social courage in the child, but instead inspire personality fears in him. While parents and teachers do unawares much to induce social fears in the child, they also may, by taking thought, contribute toward his social courage. On the whole, the damage they do to his personality they inflict unconsciously while the good they do comes mainly from deliberate, conscious and intelligent efforts."

My Friend, Randall Condon

By EDWIN C. BROOME

Superintendent, Philadelphia

IT DOES not seem possible that my friend Condon has passed away. I saw him in St. Louis in November. He looked hale, hearty, and entirely satisfied with life. He was enjoying a happy retirement by keeping busy in his chosen field of service.

Dr. Condon had a most useful and distinguished career in the field of public education; and, because he stood squarely for his principles, he also had many stormy times. He always came through smiling and victorious, but never exultant over his erstwhile opponents. Together with his moral strength, he was a man of exceptional charm, modesty, and propriety. One always felt comfortable in his presence, although conscious of his power.

Dr. Condon retired before the legal retirement age in order to enjoy as many years as possible at his beloved home in Friendship, Maine. He had spent considerable time and money in preparing his ancestral home for his declining years where he and his wife, amongst their friends, might enjoy respite from duty and spread cheer among their neighbors.

My wife and I were accustomed to visit Dr. and Mrs. Condon at their home in Friendship, Maine, and have spent pleasant hours in his log cabin on the hill. We will always remember him for his kindness, his consideration, and his untiring efforts to make us comfortable, and for his sweet and optimistic outlook on life.

I know of no man in our profession who has left so many friends to mourn his loss; but the loss of Dr. Condon is not only to his friends but to the entire profession of education. At present there seems to be nobody left to do just the things he did in the way he did them.

Aims of High School Composition

By CLAUDE L. NEMZEK

University of Minnesota

THIS discussion reports data from a questionnaire study of 257 Iowa high schools in 1929.

"What one achievement do you aim for as the most fundamental outcome in pupils from this year of composition work?"

From an analysis of the questionnaire returns, the ten aims of composition most frequently mentioned were as follows: Correctness, expression, paragraphing, mechanics, sentence structure, written composition, clearness, punctuation, organization, and good and varied sentences. Other aims reported were accuracy, application of rules and principles, business English, coherence, diction, effectiveness, grammar, interest, letter writing, mastery of the theme form, mastery of the types of composition, minimum essentials, oral composition, organization of material, originality, review the elements of composition, avoid sentence errors, complete sentences, recognize sentences, sentence sense, self-expression, spelling, style, training in the use of the outline, unity, written composition, and numerous miscellaneous items.

Although there seems to be marked disagreement in the objectives of composition, as expressed by the English teachers answering the questionnaire used in this study, the situation presents a hopeful picture from various angles. If the many objectives involving grammatical correctness are grouped under one heading, the data show that 49.1 per cent. of the objectives reported will be classified under that category. The facts seem to show that the teachers are striving to teach correct grammatical forms by emphasizing specific difficulties. The present study does not include the necessary data to prove that the apparent disagreement concerning objectives is due to the fact that teachers are attempting to meet the needs of pupils in various localities; however, if the disagreement were due to the fact that individual needs were being met, it seems that the disagreement would be a hopeful situation, as well as being a justifiable situation. On the other hand, English teachers may feel that it is advisable to teach a few things well instead of covering many things inadequately. From this viewpoint it is possible that the objectives listed above represent the personal opinions of the teachers reporting concerning the important objectives of composition.

Encourage Creative Imagination

By FRANCIS ROY COPPER

Northern State Teachers College, Marquette, Michigan

WHEN we canvass the factors entering into achievement, we are impressed by the large part played by creative imagination. This wonderful faculty juggles and combines the patterns of life into novel and interesting forms, thus revealing new possibilities. It illumines the way for all creative industry, and is the parent of all progress. It paints lovely pictures, throws mighty bridges across streams, writes charming symphonies, lifts the commonplace into the ideal, glorifies and enriches life, and enables man to stand supreme over land and sea.

There is a natural tendency on the part of every one to express himself in some constructive way. Hence the person with a keen, creative imagination whenever he sees, hears, or reads any thing of great interest not only images the thing as it is, but changes it and builds out from it something quite different from the original, the form being determined largely by his ability, means and interests. Therefore, while it is not always possible to foresee just what influence a given stimulus such as a great painting, sermon, poem or story will have upon the thoughtful person, yet we know that it will surely lead to a creation in his mind which may reach fruition in a material form and be a distinct and valuable contribution to art or science. For example, when Edwin Markham saw Millet's painting, "The Man with the Hoe," his active mind began to fashion the nucleus of his stirring poem of the same name which he in time wrote and which has been rightly called "the battle cry of the next thousand years." Likewise when Henry van Dyke read the stories of the three Magi who brought their precious gifts of gold, frankincense, and myrrh to the feet of the infant Saviour he saw in his Hall of Dreams another parallel and equally charming story such as might have occurred which he wrote, calling it "The Story of the Other Wise Man."

Creative imagination was instrumental in giving the world a significant piece of statuary. Some years ago when Argentina and Chile, two adjacent republics, were about ready to go to war over a boundary controversy some good bishops, imaging the two nations living in harmony with each other, began to preach peace. The idea proved to be very popular and spread rapidly. The two governments signed arbitration treaties. Then some of the citizens conceived the possibility of making the ideal more objective and permanent by erecting upon the boundary line a suitable commemorative monument. To this end they melted their guns and cannons, and made a large bronze statue of the "Prince of Peace," which the government carried up the mountain by train as far as the rails were laid. Then mule trains hauled it as far as they could go, and when they could go no farther human hands dragged it the rest of the way to the summit, where upon the highest point of the divide this majestic figure, "The Christ of the Andes," his left hand holding his sceptre, a large bronze cross, his right hand pointing heavenward, looks serenely and peacefully to the northward, making a silent, forceful plea for universal peace and good will.

THIS power has had much to do with people's advancement. No doubt almost every one who has ever held a high office imaged himself in that position long before he was elected or appointed to it. He built his dream, and then his dream built him. Henry Clay, while a lad hoeing corn in the fields of Old Kentucky, imaged himself in the halls of Congress delivering speeches and helping to make the laws of the land. Likewise Thomas Jefferson imaged himself doing some useful work in the world in a better and finer way than it had ever been done before. Pursuant to this high ideal, he became a distinguished member of the Continental Congress, author of the Declaration of Independence, governor of Virginia, Secretary of State, Vice-President, and later President of the United States, and founder of the University of Virginia.

This faculty has likewise played a conspicuous part in the commerce of our country. Someone imaged the East and the West connected by rail. Consequently the dream began to materialize when two construction companies started to build the road, the one from the east and the other from the west meeting finally on May 10, 1869, at Promontory Point, Utah, where amid impressive ceremonies the golden spike was driven that connected the two parts which completed the first transcontinental line in America.

Invention, the flower of creative imagination, is little more than the rearrangement of old patterns into new and useful forms. People have taken a few simple mechanical principles, such as the lever, the screw, and the inclined plane, and worked out first in imagination and later in reality the

tens of thousands of useful things the world enjoys today.

THE way a person sees the world is really conditioned very largely by his imagery. When Shakespeare read history the characters naturally fell into dramatic positions. For him the world was a stage and the people always playing an interesting role. The stupid mind could easily see "stones in brooks" and "sermons in books," but it required a creative mind to "find tongues in trees, sermons in stones, books in running brooks, and good in everything."

This faculty has paved the way for better conditions for childhood, for we have come to conceive the ideal that every child has the right to be well-born, that is, to have a sound mental and physical heritage; to be properly nourished, clothed and schooled; to have early and frequent medical and dental attention; to be protected from all injurious labors and influences; to wholesome play and recreation; to training in hygienic living; to express himself freely and effectively. A small percentage of the children already enjoy these rights, but the majority still fall far short of them.

Creative imagination is often prophetic. For example, Tennyson expressed beautifully in his "Locksley Hail" the future conditions which have now largely come to pass:—

"For I dipt into the future, far as human eye could see,
Saw the vision of the world, and all the wonders that would be;

Saw the heavens fill with commerce, argosies of magic sails;
Pilots of the purple twilight, dropping down with costly bales;

Heard the heavens fill with shouting, and there rain'd a ghastly dew
From the nations' airy navies grappling in the central blue;

Far along the world-wide whisper of the south-wind rushing warm,
With the standards of the peoples plunging thro' thunderstorm;

Till the war-drum throbb'd no longer, and the battle-flags were furl'd
In the Parliament of man, the Federation of the world...."

Since creative imagination has done so much for individuals and the world it is very much worthwhile to stimulate and guide it into right paths in the interest of enjoyment and future achievement.

"Mistake to Economize on Schools"

By ALFRED E. SMITH

WHATEVER may be the exigencies, one thing must not happen. There must be no curtailment of educational facilities. The school systems for the education of our children in every state must be kept up to 100 per cent. efficiency.

A state can afford to lose time on the construction of a road, a bridge or a building, and by speeding up construction at a later time possibly catch up, but education must be continuous.

Time lost in preparing children to take their places in the world cannot be made up. There are only certain years in which the great majority of them can attend school and during that period it is the solemn duty of every state to provide full and complete education.

* * * * *

There is a great deal of sentiment in connection with the little red schoolhouse, but in most sections of the country today it has outlived its usefulness.

There seems to be a popular opinion that the overpowering majority of children attending school are to be found in cities. The fact is, that 47 per cent. of all the children of school age attend schools in the cities, while 53 per cent. of them attend school in the rural districts.

When we deplore abandoned farms and the movement from the country to the city, it might be well to take into consideration that these could be accounted for to a considerable degree by the desire of inhabitants of the rural sections to move to places where their children can have a better chance for a complete education.

Nobody can dispute the fact that children going into the crowded communities meet with the unfair competition in the world of their neighbors brought up in the modern schools. Those from the rural districts run the risk of not even having the rudiments of an education because of the inadequacy of the old-time one-teacher school, which is out of line with progressive educational thought and action.

At no time in our history was there greater need for the influence of education upon our future citizens. It goes without saying that at this critical period it would be a great mistake to weaken the services of any of our educational institutions. They should be strengthened no matter what the drain may be.

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Project Teaching in the University

By E. M. HOSMAN
Instructor, University of Nebraska

IN the progressive school all work is dominated by the conviction that the student is the centre of interest. The progressive class has its chief impetus to action in the spirit of challenge. The student is educated but primarily self-taught. His impulse to action comes from within, while the teacher's responsibility is mainly the direction of thought toward and emphasis of promising ideas.

Information is essential, but information imposed by authority in an artificial situation defeats its aim. That teaching which inspires the learner to activity involving what he has learned, is most efficient and everywhere desirable. Only applied knowledge is power. The desire to apply knowledge needs to come—not from without—but from within. No one from the tiniest child to the aged grandfather likes to be "made" to do anything. We most enjoy doing that which we think of doing ourselves. In other words, we delight in exercising our own volition. Perhaps the suggestion for action has come in part from someone else, but it appeals to us so much that the impulse actually to do it still comes from within us.

Such teaching should be the goal in every level of school work from the kindergarten to the university. That this intrinsic method of teaching is as satisfactory on the latter level as on the former, was demonstrated by the results obtained in the school publicity class, which conducted an experiment in project teaching on the university level at the University of Nebraska this past summer. In tangible form the results are a mimeographed manual, "Publicity Helps for the School Administrator." It contains literally hundreds of suggestions, particularly adapted to the smaller schools, for bringing information about the school and its activities to the people in the community.

When the members of the class, who were, with the exception of one, teachers, principals, or superintendents in the schools of Nebraska and other states, assembled, they immediately began to reconnoitre in the field. The question confronting them was: What seems to be one of our present problems in interpreting the schools? As teachers active in the field, they were vividly conscious of the lack of some easily accessible material and techniques. Publicity, they found, was so often limited to those times during which there was under way a campaign for the issue of bonds or a program whereby funds were to be earned for extra school supplies.

The publicity really needed should never savor of propaganda. Parents are entitled to a knowledge of what is being done for their children, why and how it is being done, and of what is expected of both parents and their children in their relation to the schools. The taxpayer should have available complete and understandable information as to what returns are being made on the tax money.

Publicity of this type needs a distinctive, appealing note—one which gains the instant confidence and good will of the public. What media will achieve this end? How will the ordinary forms of information need to be adjusted in order to achieve the end desired? These questions confronted the members of the school publicity class. Comparing notes, the members found a striking paucity of available material which would be practical for publicizing the small schools. Most of the really satisfactory forms of publicity already recommended, called for equipment rarely available in the smaller institutions and for expenditures which no smaller system could afford without curtailing its efficiency in some other way.

THE problematic, challenging characteristic was inherent in the situation. Neither the instructor nor the textbooks suggested the "poser." The problem for solution was very intimately associated with the students' life activities. Class study revealed the desirability—indeed, the necessity—for intelligent and adequate interpretation of progressive school attitudes and aims, and of the increasingly technical teaching procedures. It showed the exhausting demands already being made on the individual's time. Effective publicity would need to be brief, pungent, attention-getting, yet dignified. Further study revealed that there were definite considerations to be made in order to achieve the most in the way of convincing a particular community that its tax money is being efficiently used for the greatest possible benefit to the children and the community as a whole. Among these were the size of the district, the variety of population groups in the community, the kind of psychological appeal which would be the most effective and the particular kinds of audiences to which the publicity was to be addressed.

The psychology of publicity, the recommended forms of publicity, the detailed examples of these forms, the best techniques—discussions of these various aspects, when available at all, were scattered throughout almost numberless sources.

These valuable considerations, the class felt, needed to be gathered into some permanent, compact, and readily available form. Yet, what form would be most suitable and practical? This

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specific problem grew out of the general project. As the class discussed the various types of publicity and collected actual samples and ideas for definite projects, they felt increasingly the need for a systematized record. Two weeks before the summer session closed, there came the suggestion for publishing a mimeographed manual. The idea was instantly caught up by the entire group.

THEN came naturally, inevitably the problem of procedure. Should the class resolve itself into a regular publishers' organization, or should there be committees? By general consent, the class was organized into committees. There was a general committee on editorial work and compilation, and special committees for each of the following major divisions of the manual: the superintendent's annual report, the interpretation of the curriculum, the mimeographed school paper, the printed school paper, extra-curricular activities, bond and building programs, relations with patrons and pupils, and the high school annual. Individual class members gathered data on such media as the downtown bulletin board, school exhibits, relationship between the school and newspaper, the publicity calendar, and administrative bulletins. Assignment to committees was made on the basis of the interests of the respective individuals. A superintendent, for example, who had in his teaching of the previous year encountered various problems relative to the publication of a school paper, desired to work with that committee. Similarly others followed the lines of their major interest.

The knowledge that they were actually accomplishing something unique, something needed, something they could use with profit in their work of the coming school year, injected zest and exhilaration into the class work. The problem had stirred up a challenge. The students' native urge for activity responded. The project grew—not as a result of a theory in the mind of the teacher but as an answer to the need so keenly felt in the minds of the students.

In addition to the problem of procedure, there were varied other problems. One of these was the question of time. There were but two weeks of the session left in which to accomplish the entire project. There was the evaluation of the material which had been prepared previously by the class and by preceding classes. There was the selection of available published materials and arrangement of these into a practical bibliography. There were the innumerable mechanical details, including the selection and making of the cover design; the colors to be used in the make-up of the manual; the arrangement of the several sections; and perhaps foremost, the question concerning cost and finance. This last problem was assigned to the general committee.

MATERIAL was gathered from available books, proceedings, papers, and outlines, and from unpublished papers by members of the publicity class and of classes in the preceding years. The class members collected definite and complete examples of the forms of publicity which were being used successfully by their respective schools. They determined the opinion of the group on various points, such as the most practical media of publicity, the best size for the handbook, or the most advisable frequency of issue for the school paper. There was a pooling of the widely varying experiences which they had already acquired.

From the instant of inception the project gathered momentum. Section by section, the manual was written. Stencils were cut for each page. So alive and full of enthusiasm did the undertaking become, that the class called into use two mimeograph machines and three operators. The members themselves did much of the mechanical work, including the assembling of the approximately three hundred pages in the manual. The stacks of assembled pages were sent to a bindery to be bound.

At the end of the two-weeks' period the manual was ready for distribution to the members of the class and their fellow-teachers. The class knew its material in a different way than if they had merely studied from books. Their enthusiasm was evidence of the interest in the project and of the effectiveness of the learning. The fact that the project was recognized by an outstanding trade journal and that requests for copies of the manual have come from many states, is evidence of the keen interest in this type of teaching as well as in the practical value of the work itself.

"The reason why the universities are successful in developing character is that they do not go about it directly. If a university informed the world and its students that it would improve the morals, inflate the physique, and enhance the social graces of all who entered there, it would in my opinion fail in these undertakings and it would also fail to provide a sound education. Character comes as a by-product of a sound education. Nothing comes of trying to teach character. The university method of developing character is to train intelligence."

—Robert Maynard Hutchins, President, University of Chicago.

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

This Question of Drink—II

IT IS comparatively easy to talk more or less learnedly about the theory underlying any procedure. That is what the world has been doing up to date in this liquor question. Libraries are filled with books which play up the deadly character of intoxicating drink. We have upon our statute books laws which definitely demand that every teacher actively teach the consequences in her daily work. It is quite another thing to establish a technique which will be easily understood and applied by the average teacher, built up in such a manner that she will want to apply it and feel an interest in applying it, and which has for its basic element an emotional approach.

I wish to summarize such a plan, laying the broad outlines, it is true, but giving you an inkling of how the schools can proceed to develop within the child this emotional side which, to my mind, is all important in any life situation which involves temptation.

I would treat this whole subject matter from two opposite angles. I would give the child each day or each week positive experiences and exercises which tend to develop within him an appreciation of the great fundamental facts of life that only from companionship with the beautiful and the true and the strength-giving and the up-building things do happiness and success come to anyone. The world is so full of instances that bear upon this phase that no teacher will be at a loss for subject matter. Every flower that blooms is a majestic instance of what happens when the natural forces within expand and develop into their full beauty, unblasted and unbiased by ugliness from without. In this particular instance, where the teacher has made this question of alcoholic interference with the development of the good and the true and the sound a matter of daily or weekly concern, the child will readily draw, even without guidance, the inference that were this flower to be subjected to the intrusion of a blasting substance it would never have reached its beautiful present form.

My first attack, then, would be along the line of building up within the child an emotional response to all things that are beautiful and true. This, unfortunately, is a phase of education which is being totally neglected in our public school systems, outside of the literature and art classes where it receives only an incidental coverage. We are so intent upon the development of the intellect that we have forgotten that underneath all and dominating all, lies the ability or inability of the human agents to appreciate and understand and love the beautiful.

Could we, as a nation, tolerate the terrible conditions around us, under which children are forced to live and grow, if somewhere in our educational scheme we had been built up emotionally to a point where we regarded the possession of beauty as one of our unalienable rights and the destruction of ugliness, poverty and sin as one of the great aims of our existence?

There has been, and is, a failure in our educational scheme to capitalize this ideal of beauty which nature and the human organism, itself, strive to force upon us. It would be a comparatively simple matter, therefore, and the groundwork is already being laid, for the development of the child along lines of appreciation, emotionally, of the beautiful and an abhorrence of ugliness that rises out of everything that tends to break down and destroy.

Now, since alcohol is the one great dominating agent that universally destroys, the effect upon it of such teaching would be profound and of such an intimate character that the child, regardless of any knowledge of the hygienic laws involved or of the chemical constituency of the drug, would be driven away from it and would tend to use his energy to safeguard the society in which he lives against its influence.

I would also adopt the opposite point of view and would build up with the child a strong horror of the consequences that come from loss of rectitude, and by rectitude I mean that quality of standing up straight which is so universally admired among men, and which is symbolized by the erectness of the human body which has been achieved through countless centuries of upward struggle. I would bring home to the child a horror of anything that tends to destroy this quality of rectitude whether in his body or in his emotional attitudes or in his intellect or in the spiritual quality of his service. It would be very easy to convince the child that anything that tends to bring man downward into the dust and to level him with the earth, destroys his efficiency, his beauty, and his spiritual value. It would further be very easy to cause him to associate with alcohol, the great destroyer of rectitude, a something which would fill him with horror at the consideration of it. It could be shown in a vital way how alcohol tends to destroy the equilibrium in man's body,

causing him to degenerate from the most beautiful creature on the face of the earth to the most horrible and ugly. He could be shown how alcohol immediately affects adversely the emotional rectitude of mankind, destroying his appreciation of all true values, making him either a maudlin fool or a destroying spirit, robbing him of every good and true emotional attitude that life has given him and substituting for the same every base and evil element involved in his physical growth.

It would be very easy, also, to show that alcohol immediately enters like a thief, robbing mankind of all accumulated knowledge, bringing the sage and seer below the level of the most bestial savage. In other words, in a moment changing the character of a creative agent into a creature whose main function is to destroy.

It would be very easy in like manner to show the child that no beneficial service may be expected from one who has placed himself under the subjection of a drug, that the character of service depends upon the quality of vision and rectitude of purpose and the beauty of intention that drives a man forward to great heights of achievement.

Four distinct phases of this subject have been introduced in the foregoing paragraphs which may very well be made the four steps in series of cultural exercises which will embrace every art of the teaching profession, music, drama, anecdote, story telling, teacher inspiration, lectures, visual aids of all kinds and every human experience.

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How Big Is a Man?

A man's no bigger than the way
He treats his fellow man!
This standard has his measure been
Since time itself began!
He's measured not by tithes or creed,
High-sounding though they be;
Nor by the gold they put aside;
Nor by his sanctity!
He's measured not by social rank,
When character's the test;
Nor by his earthly pomp or show,
Displaying wealth possessed!
He's measured by his justice, right,
His fairness at his play,
His squareness in all dealings made,
His honest upright way.
These are his measures, ever near
To serve him when they can;
For man's no bigger than the way
He treats his fellow man.

—Selected.

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The Articles of These Two Series Will Appear in Alternate Issues of the JOURNAL OF EDUCATION.

BOOK TABLE

WORK BOOK. By Florence Piper Tuttle, author of "Our Book World." New York, Chicago, Boston: Longmans, Green and Company.

Florence Piper Tuttle's "Our Book World" Series is surprisingly modern, with the latest inspiration for helping children learn to read and when they have learned to read, reading to learn.

The "Work Books," four in number, are adapted to the mental development of children and youth. The purpose of these "Work Books" is to establish a habit of thinking as they read, about what they read, to affect the personality of the reader in the local neighborhood, the country and the world. That is what "Our Book World" really signifies. Florence Piper Tuttle is making an heroic effort to prevent reading without thinking.

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The "Work Books" of Florence Piper Tuttle are written apparently to try to have those who read think, as those who read the McGuffey books thought as they read, and created one of the most important interior community regions in the New World.

COMPLETE GEORGE WASHINGTON ANNIVERSARY PROGRAM. For Every School Grade. New ways to honor the Father of our Country. Compiled and edited by Alma Laird. Cloth. 167 pages. 76 Fifth avenue, New York City: Noble and Noble.

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Eight grades have seventy-two exercises. Five of the grades have ten or eleven exercises. The fifth and sixth grades have six each.

GREGG SHORTHAND JUNIOR MANUAL. By John Robert Gregg. Cloth. 200 pages (5 by 7 inches). New York, Chicago, Boston, San Francisco, London: The Gregg Publishing Company.

In this book the highest art of the science of shorthand writing is placed at the everyday service of busy people.

It was inevitable that John Robert Gregg should be one of the first to appreciate that the new civilization of the world crisis would demand the skillful education of the common people for speed in business.

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There will be an unprecedented extension in the use of shorthand and increase of speed by those who use it non-professionally.

We learned shorthand for personal convenience almost sixty years ago, and there has been no day we think in which it has not been of incidental service. There is no way to estimate its service.

KARL'S WOODEN HORSE. A Story of the Swedish Toy Horse in Action. Story by Lois Donaldson. Pictures by Anne Bergmann. Chicago, New York: Laidlaw Brothers.

This is one of a series of five highly colored picture books. They are modernistic in the extreme.

KYLLE KLUK is a Lois Moe Picture Book.

SANDY: The Tin Soldier of the A. E. F. By J. Hall Connor with illustrations by Kurt Wiese.

THE MOUSE'S HOUSE. The publisher says this is the most beautiful picture book they could find in Germany.

EKORN. By Haekon Lio.

"Ekorn" is the story of a squirrel's life in the woods, written with distinct literary charm. Claes Leonard Hultgren, a native born Norwegian who is an instructor in one of the large Chicago High Schools, made the translation and Kurt Wiese drew the pictures.

This series of translated books for little children is an interesting adventure of the Laidlaw Brothers, who have established a reputation for high success in adventures in the publishing world. One of the Laidlaw Brothers dominates the mid-West from Chicago, one the Pacific coast from San Francisco, and one the East and Atlantic South from New York.

A MIND THAT WAS DIFFERENT. By Dow Thompson. Introduction by M. V. O'Shea. Cloth. 117 pages, Oklahoma City: Harlow Publishing Company.

Professor Dow Thompson has written an interesting biographical story of the family, social and business life of himself and his brother from birth to successful business and national life, demonstrating that education must recognize that every life is dual. He makes an important contribution to the philosophy and science of education by magnifying the use of the terms Introvert and Extrovert in the characterization of the two personalities in all children and youth, men and women.

Education requires the balance of these personalities in order to create a successful "Introvert-Extrovert" man or woman adapted to the ever changing experiences of civilization.

It is a fascinating story of real life, attractive as a literary production. It is wholesome in its every incident, and is a genuine philosophical contribution to the literature of American education.

Books Received

"Legends, Loves and Loyalties of Old New England." By Caroline Leonard Goodenough. — "High Lights on Hymnists." By Caroline Leonard Goodenough, Rochester, Mass.: Caroline Leonard Goodenough.

"An Inland Voyage and Travels With a Donkey." Edited by Florence A. Crocker. — "Merchant of Venice." Edited by Pauline W. Leonard. — "Old Testament Narratives." By Mary Dawson and Roy L. French. — "The House of the Seven Gables." Edited by Ward H. Green.—"Burke's Speech on Conciliation." Edited by Howard D. Widger. — "You and Your Government." By Chester C. Maxey. Boston, Massachusetts: D. C. Heath and Company.

"Arithmetic for Today." Books 1, 2, and 3. By Robert Anderson and George Cade. New York City: Silver, Burdett and Company.

Washington Programs

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THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC **Eastern Standard Time**

Monday, February 1

2.30 P. M. American School of the Air, "Hatasu" (History Drama).

3.45 P. M. Wellesley Glee Club.

6.00 P. M. Current Events—H. V. Kaltenborn.

11.15 P. M. Toscha Seidel, Violinist with Concert Orchestra.

Tuesday, February 2

11.30 A. M. Current Questions before Congress, Senator Clarence C. Dill.

2.30 P. M. American School of the Air, "Famous German Masters" (Geography and Music).

3.30 P. M. Musical Americana.

5.45 P. M. "Bill Schudt's Going to Press."

7.30 P. M. Kaltenborn Edits the News.

11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Wednesday, February 3

2.30 P. M. American School of the Air, "Legend of the Wooden Horse" (Literature Drama).

11.15 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Thursday, February 4

2.30 P. M. American School of the Air, "The Surface of the Earth" (Elementary Science).

7.30 P. M. Kaltenborn Edits the News.

8.45 P. M. Angelo Patri, "Your Child."

11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Friday, February 5

2.30 P. M. American School of the Air, "The Navy" (Vocational Guidance).

3.45 P. M. Columbia Educational Features.

4.45 P. M. Curtis Institute of Music Program.

8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.

11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Saturday, February 6

11.00 A. M. New York Philharmonic Symphony Society Children's and Young People's Concert, Ernest Schelling, Conductor.

12.45 P. M. Wingate Athletic Program.

7.00 P. M. The Political Situation in Washington Tonight.

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, February 1

9.00 A. M. Vocal Art Quartet, WEAF.

12.15 P. M. The Real George Washington, Charles Colfax Long, WEAF.

2.00 P. M. Health Talks, WEAF.

3.00 P. M. U. S. Marine Band, WJZ.

4.00 P. M Emily Post, WJZ.

6.45 P. M. Topics in Brief, Lowell Thomas, WJZ.

8.00 P. M. Early American history dramatized, WEAF.

9.30 P. M. Parade of the States, Erno Rapee and his orchestra, WEAF.

Tuesday, February 2

9.00 A. M. Morning Glee Club, directed by Keith McLeod, WEAF.

10.00 A. M. High School Band and Orchestra, WJZ.

11.00 A. M. Children's Bureau, WEAF.

12.15 P. M. The Real George Washington, WEAF.

12.30 P. M. National Farm and Home Hour, WJZ.

2.30 P. M. Folk Songs of Other Lands, WJZ.

3.00 P. M. Music in the Air, WJZ.

4.00 P. M. Magic of Speech, by Vida R. Sutton, WEAF.

4.30 P. M. Spotlights in Drama and Literature, Montrose J. Moses, WJZ.

6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

7.45 P. M. Back of the News, WJZ.

9.30 P. M. Great Personalities, delineated by Frazier Hunt, WJZ.

Wednesday, February 3

9.00 A. M. Morning Glee Club, WEAF.

12.15 P. M. The Real George Washington, WEAF.

4.30 P. M. Eastman School Symphony Orchestra, WJZ.

6.00 P. M. Music Treasure Box, Pierre V. R. Key, WJZ.

10.15 P. M. The Tune Detective, Dr. Sigmund Spaeth, WJZ.

Thursday, February 4

9.00 A. M. Morning Glee Club, WEAF.

12.15 P. M. The Real George Washington, WEAF.

2.00 P. M. Salon Singers, WEAF.

3.15 P. M. Prominent Authors, WJZ.

4.15 P. M. U. S. Navy Band, WJZ.

6.30 P. M. Back of the News in the World, by William Hard, WEAF.

7.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

7.45 P. M. Famous Fallacies of Business, by Merle Thorpe, WJZ.

Friday, February 5

9.00 A. M. Melodic Gems, WEAF.

11.00 A. M. NBC Music Appreciation Hour, WEAF and WJZ.

12.15 P. M. The Real George Washington, Charles Colfax Long, WEAF.

12.30 P. M. National Farm and Home Hour, WJZ.

2.00 P. M. U. S. Army Band, WEAF.

4.15 P. M. Radio Guild, "Milestones," WJZ.

(Continued on page 123)

NEWS OF EDUCATION

New Basis Offered for Teachers' Pay

Educator Suggests Change to Meet the Increasing Demand for Economy; Rewards to the Mature

NEW YORK.—"When price levels rose from 1917 to 1927," declares A. R. Brubacher, president, New York State College for teachers, "teachers' salaries lagged behind. This has usually been the case in upward adjustments of salaries. And when increases came in 1920, while they were large relative to the base of 1910, they nevertheless left the teachers' incomes far behind the incomes of lawyers, dentists, physicians, architects, judges, municipal officials and others."

Dr. Brubacher pointed out that the cost of education has generally risen, and that not only is the absolute total higher, but the education department percentage of budgets in state and municipality has risen from 25 per cent. or less in 1914 to 40 or even 45 per cent. The added expenditure is expressed to a small degree, he asserts, by better equipment, but salaries of teachers cover by far the larger part.

"Teaching efficiency is the only proper basis for salary adjustments," Dr. Brubacher holds. "Increments based on length of service alone, procured on basis of political influence, vitiate the best schedule. When inefficiency is covered up by ironclad tenure, when statutory increases become inevitable, compulsory, public opinion is likely to revolt.

"It is certainly pertinent," he continues, "that the teachers should reexamine the statutes that control their own salary adjustments."

Dr. Brubacher offers the following general suggestions as a basis for consideration:—

1.—The initial salary should be a living wage, liberally construed. The economic demands of heads of families, men or women, are paramount. Differentials in living costs between city and rural areas should be considered.

2.—The novitiate should be granted full licenses only on evidence of three years of successful experience during which there should be no statutory increment.

3.—A salary increment of not less than $100 should be granted for the fourth year of service—the first year of full certification.

4.—Beginning with the sixth year of service not less than ten biennial increments of not less than $150 each should be granted strictly on the basis of professional achievement, without sex discrimination, through the twenty-fifth year of service.

"By this proposal," Dr. Brubacher concludes, "two desiderata will be attained: 1. Emphasis will be placed where it belongs, viz., on the professional growth of the teacher throughout the mature years of the teacher; 2. By withholding statutory or compulsory increments during the immature period of each teacher, the financial burden will be eased and more equitably distributed."

Massachusetts School Savings

BOSTON.—"Every child in the country should be taught to save and spend money," said Dr. Payson Smith, Massachusetts Commissioner of Education, speaking of the present economic outlook. "Among the major ills that befall mankind," he continued, "none have a broader influence upon life than those which grow out of ignorance or lack of skill in dealing with money. Here in Massachusetts our schools have gone farther in education in personal finance than in almost any other state. But there is still a great deal to be done, and the need is urgent. The chief concern of education is to teach this generation how to achieve a fuller life and to pave the way for those who are to follow. Our banks, schools and homes—in fact, every one of us—can and should join in this program." The school savings of Massachusetts children are largely deposited in the mutual savings banks of the state, and amounted to $1,134,000, the deposits of 220,000 children, according to latest figures.

Oil Strike Booms School

GLADEWATER, Texas.—If there should be an increase in the price of crude oil the public school here will probably take rank as the richest in Texas. The school already owns three flowing wells, and it is the tax beneficiary of total assessed values of more than $20,000,000, most of which sum is due to the remarkable development of the oil industry in this part of the east Texas field. The growth of Gladewater as the result of the intensive oil operations was well under way when the school's session opened this fall with an enrollment of 350 pupils. The enrollment increased so rapidly that within a few days temporary accommodations had to be provided for more than 900 boys and girls. The erection of ten classroom shacks and employment of that number of additional instructors served to relieve the situation for the time being, but the stream of new pupils kept pouring in and the enrollment mounted to more than 1,400, which necessitated the hurried construction of six more classrooms and the engaging of thirty teachers.

Teaching Candidates Fail in English Test

NEW YORK.—Only about 10 per cent. of the 708 recent candidates for licenses to teach English in New York City's schools passed the Board of Education's examinations qualifying them for teaching positions in that subject. There were sixty-three successful candidates—fifty women and thirteen men. The failure of such a large percentage of the applicants to qualify for a license was attributed by Dr. George J. Smith of the Board of Examiners to the more exacting requirements to which prospective English teachers are subjected. He said that despite the reasonably low passing mark of 60 per cent. between three hundred and fifty and four hundred of the candidates had failed in the elimination test, a short answer examination of 100 questions. On the written examination only 188 of the applicants survived to take the class-teaching test.

Mexico to Expand School System

MEXICO CITY. — Four hundred public primary schools will function during the coming year in the Federal District, comprising Mexico City and its suburbs, according to an official announcement from the Ministry of Public Education. In 1931, 360 such schools were open in the Federal District, and since the normal enrollment in public primary schools according to the 1930 census is 200,000, there will be a school this year for every 500 pupils. The forty new schools will be opened gradually during the year in locations to be selected. The year's educational program in the Federal District also calls for 4,000 instructors, not including 400 principals of schools, so that there will be one instructor for every fifty pupils.

BOOKS FOR CHILDREN

Reading of Classics Appeals to Their Imagination

BOSTON. — That classical reading, with its appeal to a child's imagination, should constitute the basis of children's reading was the suggestion made by Charles S. Olcott, manager of a publisher's private library department, in an address at the annual meeting of the Massachusetts Library Club.

There is much that can be said, and ought to be said, on the subject of intelligent direction of children's reading, and the question is not simplified by the large diversity of juvenile literature issued year after year, particularly at Christmas time. Whatever may be the advantages of this large annual crop of so-called juvenile books—and it must be admitted that there are certain advantages to the publishers and authors, not to mention the readers—it has one very distinct disadvantage. It conveys the indefinable but very real impression that children's reading ought to be up-to-date.

"In the selection of children's books it makes little difference whether a book is new or old. There are, as it seems to me, two prime considerations which ought to be regarded. The first of these is the development of character," Mr. Olcott explained, "and the second is the cultivation of a love for literature. If we set up these two landmarks by which to steer our course, we shall not go far astray, and the compass by which we should steer is named 'interest.'

"It is essential that the fairy tales, the Greek and Roman legends, and the later stories of the Middle ages should all be made available to children, for these are the basis of our common literature. The children deserve and ought to have the very best in literature."

Talking Films Teaching School

BOSTON.—Undertaking an experiment of real significance in the use of talking motion picture films in junior high schools as a supplementary aid to the teaching of natural sciences, Harvard specialists introduced new types of instruction in the junior high schools of Lynn, Quincy and Revere recently. In addition to the work of the University Film Foundation and the Western Electric Company in preparing these films, University Hall says that after the six weeks' period of instruction a series of tests devised by the Graduate School of Education, working with a grant of $25,000 from the Carnegie Foundation for the Advancement of Teaching, will be given. This grant was specifically given "for determining the value of mechanical aids in education." These films deal with the subjects of physiography and biology as presented in the last-year course in general science in Junior high schools. Each unit consists of a chapter of text together with a talking film presenting the fundamentals of the subject.

Pennsylvania Schools Study Vehicle Code

HARRISBURG, Pa. — Many rural and city schools in Pennsylvania have added the Pennsylvania vehicle code as part of their curriculum in an effort to promote safety.

Motor Commissioner Eynon said the highway department will furnish schools, free of charge, copies of the Digest of the Vehicle Code, known as the vehicle code "primer."

Southern Professors Investigate Themselves

GREENSBORO, N. C.—Southern college professors plan to investigate themselves this winter with particular reference to their economic status as compared to that of their colleagues in universities and colleges of Northern and Western sections. Plans for the study were announced here by Dr. Benjamin B. Kendrick, professor of history in North Carolina College and chairman of the Southern regional committee of the Social Science Research Council. The study will be made under direction of Dr. Wilson Gee, professor of rural sociology at University of Virginia. This information will be sought: Comparison of annual salaries; comparison of teaching loads; comparison of cost of living in university communities; comparative attitudes of college and university president toward research by professors in their institutions; use made by professors of their leisure time; extent to which more able Southern professors are drawn out of the region by offers of better salaries and conditions of work.

GRADES OF PUPILS

Expert Criticises System Commonly Used

PHILADELPHIA.—New light on the controversy over the use of grades and credits for rating students appears in the annual Inglis lecture delivered by Dr. William Setchel Learned, assistant secretary of the Carnegie Foundation for Advancement of Teaching, under the auspices of the Graduate School of Education at Harvard University.

Drawing extensively on the elaborate research he has conducted for several years in educational institutions in Pennsylvania to judge the methods of estimating student achievements, he severely criticises the system now in common use, but soothes the ruffled feathers of those who hold measurements necessary by proposing to apply modern scientific means. The right tests, he holds, would be those that measure the individual student's progress in the mastery of ideas. The present accounting system, based on hours of classroom attendance, and the like, he says, while simplifying administrative procedure, are damaging to the student.

Tests, in Dr. Learned's opinion, should be used mainly as aids in guiding the student. He says: "There are . . . . two cardinal points of emphasis in educating the human individual: First, the discovery, in the case of each one, what sort of mind he has, what he knows, and what he can do; and second, the single-minded endeavor to assist him in grasping ideas that are intrinsically important to him (although he may not know it in advance) and for which he is prepared.

"The function . . . of the instructor . . . will be to study the student, and thereafter to point out possibilities, to suggest materials, to guide and criticise the planning of a structure that the student, and not he, is erecting . . ."

American Students At Paris University

PARIS.—Of the 30,000 students enrolled at the University of Paris for the 1931-32 session, 2,000 of them are Americans. In the United States Building at the Cite Universitaire there are 215 Americans and thirty-one French. Of the United States students 115 are women and 100 men. Of the French students twenty are women and eleven are men. The "doctorat d'etat," the highest scholastic honor obtainable in France, is the aim of William Newman, of Harvard University, who is the only student directing his studies toward this rarely attained degree. Art work, teacher training in French and French civilization are the three courses most popular.

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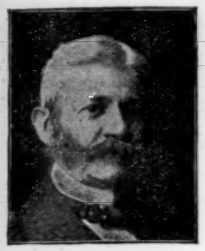

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N. E. A. Head Pleads For Simple Things

SAN JOSE, Cal.—The greatest lesson of the present crisis is that we should stop posing and come down to the simple, real, fundamental things of life, Miss Florence M. Hale, president of the National Education Association, told a gathering of Santa Clara County teachers at the San Jose State College. She said teachers should aid in meeting present economic conditions by being more optimistic. If everyone would stop repeating pessimistic stories they have heard which have no foundation in fact, conditions would be greatly improved within six months, Miss Hale declared. She pointed out that economy, when properly applied, is a fine thing, but said she would like to tell taxpayers and trustees that it is unwise to economize on the wrong things. In the long run, curtailing of the educational system will not pay, she said.

Chilean Radicals Ask Education by State

SANTIAGO, Chile. — Resolutions adopted at the convention of the important Radical party reveal a definite swing to the left. An overwhelming majority adopted a resolution calling for a ban on teaching in Chile of foreign bodies and confiscation of their school properties, leaving education solely in the hands of the state.

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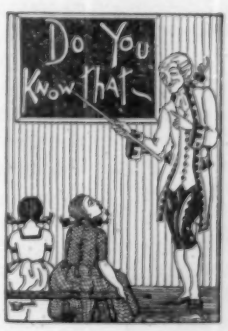

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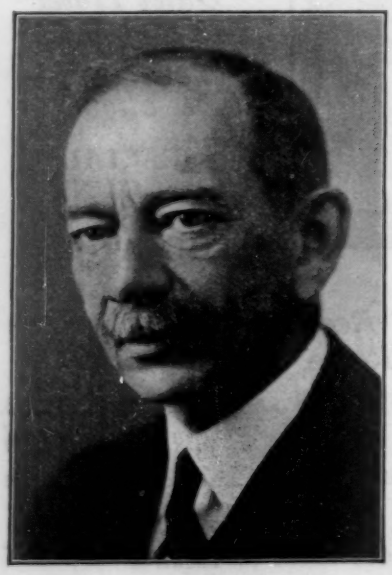

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President, Bentley School of Accounting and Finance.

In partial realization of this rapid development, many colleges are giving courses in accounting combined with other subjects, but the Bentley School of Accounting and Finance of Boston was a pioneer in sensing that the field of accounting was so broad that a man who would make a real success in it must give his full time and effort to specialized preparation, just as he would have to do in the field of law, medicine, or engineering. The results of the past fifteen years have fully justified the vision of the founder and president of the school, Mr. Harry C. Bentley.

The school began in 1917 with twenty-nine local students and grew, slowly at first, but with increasing momentum as its graduates began demonstrating the superior grade of work which men who had specialized exclusively could do.

In 1930-1931 the total enrollment of the school in both day and evening divisions was twenty-seven hundred and eleven, with men coming from as far as Texas, California, and South America, besides most of the states east of the Mississippi River.

Men only are admitted to the Bentley School and they must be graduates of high schools or other schools of equal grade.

There are no subjects taught other than those which directly apply to the accountant's training.

Among other distinctive features of the school are the provisions that there is no forfeiture of prepaid tuition, if a man is obliged to withdraw, regardless of the reason; and that any one who has paid his tuition for a year and fails to make a passing grade may repeat the year without additional charge.

Many of the largest and best known business and financial concerns in the country have for years taken additional groups of Bentley men from successive graduation classes, and during the depression of the last two years when reductions in personnel have had to be made, the Bentley trained men have to a noticeable degree been retained.

Grins Between Grinds

An Easy Mind

"What is it?" asked the doctor who had been hurriedly summoned at midnight.

"Nothing this time, doc," answered Newlywed, looking at his watch. "My wife just wanted to find out how soon you could get here in case the baby was suddenly taken ill."

His Off Day

It was the morning after the night before, and the young clerk, having met too many friends, rang up his chief at home and apologized for his inability to get to the office that day. "I appreciate your frankness," said the chief, "but don't you know you're off today? This is Sunday."

That's Different

"Erie, dear! Don't go too far in the water!"

"But look, Daddy's out a long way."

"I know, dear, but your father's insured!"

Elegy in a Traffic Jam

The curfew tolls the knell of parting day.
A line of cars winds slowly o'er the lea,
A pedestrian plods his absent-minded way
And leaves the world quite unexpectedly.

—California Highways.

Page the Guidance Expert

Ken—"It is so difficult to choose a career for a son. I want my son to go into my business, my wife wants him to be a doctor, and he insists on being an airman and going on a world tour."

Friend—"How old is your son?"

Ken—"He will be four next January."

Sympathy

"I hear you lost your valuable dog in an auto accident."

"Yes, I was saved but the dog was killed."

"What a pity."

Just Misquoted, That's All

"Burton, you are a liar and a swindler, you took a day off yesterday to bury your mother-in-law, and here today I saw her walking through the park."

"Oh, Mr. Smith, you misunderstood me, I did not say she was dead, I simply said I should like to go to her funeral."

This Week on the Air

(Continued from page 118)

6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

Saturday, February 6

11.30 A. M. Keys to Happiness, WEAF.

12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.

12.30 P. M. National Farm and Home Hour, WJZ.

2.00 P. M. National Republican Club Luncheon, WJZ.

5.15 P. M. America at Work, WJZ.

7.15 P. M. Laws That Safeguard Society, by Dean Gleason L. Archer, WEAF.

8.00 P. M. Civic Concert Service, from Chicago, WEAF.

8.30 P. M. Economics and Psychology, George Henry Soule, Jr., and Fred A. Moss, WEAF.

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Self-Supporting Students

WASHINGTON.—From a survey of fifty-two land grant colleges and universities, the United States Office of Education concludes that a very large proportion of students in the United States earn their way through college. A check of returns from 34,589 alumni and former students at land grant colleges, which include many of the largest institutions in the country, showed that seventy-two per cent. were self-supporting wholly or in part while they attended college. A greater proportion of the students pursuing courses in agriculture were self-supporting than in any other field of study. Eighty-six per cent. of the students in this field earned their way. Next on the list were students in engineering and students preparing to become teachers. The proportion of students in the arts and sciences who paid their way through college was sixty-two per cent. Only one-half of the women students studying home economics were wholly or partially self-supporting. The opportunities for women to earn their way in college were much less than for men students, the study revealed.

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